

## Curriculum Standards

**Series:** Artificial Intelligence

**Level:** Voyager

### Standards Achieved

This series supports the following Common Core State Standards, National Council for Social Studies Standards, and National Science Education Standards.

### Common Core State Standards

|                                    |        |   |
|------------------------------------|--------|---|
| Key Ideas and Details              | RI 5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
|                                    | RI 5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
|                                    | RI 5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| Craft and Structure                | RI 5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| Integration of Knowledge and Ideas | RI 5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| Key Ideas and Details              | RI 6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
|                                    | RI 6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                               |
|                                    | RI 6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  |
| Craft and Structure                | RI 6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   |
|                                    | RI 6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.                                    |
|                                    | RI 6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |
| Integration of Knowledge and Ideas | RI 6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                                       |

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| Key Ideas and Details              | RI 7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
|                                    | RI 7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  |
|                                    | RI 7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  |
| Craft and Structure                | RI 7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.   |
|                                    | RI 7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |
|                                    | RI 7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  |
| Integration of Knowledge and Ideas | RI 7.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  |
| Key Ideas and Details              | RI 8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
|                                    | RI 8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.   |
|                                    | RI 8.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  |
| Craft and Structure                | RI 8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
|                                    | RI 8.5 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.   |
| Integration of Knowledge and Ideas | RI 8.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  |

## National Council for Social Studies Standards

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| Science, Technology, and Society | 8 | Social studies programs should include experiences that provide for the study of relationships among science, technology, and society. |
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## National Science Education Standards

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| Science and Technology                      | Content Standard E, grades 5–8 | As a result of activities in grades 5–8, all students should develop abilities of technological design and understandings about science and technology.  |
| Science in Personal and Social Perspectives | Content Standard F, grades 5–8 | As a result of activities in grades 5–8, all students should develop understanding of personal health; populations, resources, and environments; natural hazards; risks and benefits; and science and technology in society. |
| History and Nature of Science               | Content Standard G, grades 5–8 | As a result of activities in grades 5–8, all students should develop understanding of science as a human endeavor, the nature of science, and the history of science.  |